



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Deer Isle-Stonington High Sch

SAU: Deer Isle-Stonington CSD

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2012-2013 NCLB Report Card



School: Deer Isle-Stonington High Sch
SAU: Deer Isle-Stonington CSD
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	34	34	100	24	24	50	9	15	41	35	34	0	0
	2011-2012	38	38	100	42	42	47	5	37	26	32	38	0	0
Female	2010-2011	19	19	100	26	26	54	16	11	47	26			
	2011-2012	16	16	100	50	50	51	6	44	38	13			
Male	2010-2011	15	15	100	20	20	46	<1	20	33	47			
	2011-2012	22	22	100	36	36	43	5	32	18	45			
Caucasian/White	2010-2011	32	32	100	22	22	51	9	13	44	34			
	2011-2012	38	38	100	42	42	48	5	37	26	32			
African American/Black	2010-2011	1	1	100			23							
	2011-2012	0	0				28							
Hispanic	2010-2011	0	0				45							
	2011-2012	0	0				30							
Asian or Pacific Islander	2010-2011	1	1	100			51							
	2011-2012	0	0				48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	10	10	100	<1	<1	34	<1	<1	40	60			
	2011-2012	7	7	100			31							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	6	100			17							
	2011-2012	6	6	100			16							
Limited English Proficient	2010-2011	1	1	100			9							
	2011-2012	0	0				13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Deer Isle-Stonington High Sch
SAU: Deer Isle-Stonington CSD
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	34	34	100	24	24	49	6	18	56	21	34	0
	2011-2012	38	38	100	42	42	47	8	34	24	34	38	0
Female	2010-2011	19	19	100	32	32	47	11	21	42	26		
	2011-2012	16	16	100	50	50	46	6	44	25	25		
Male	2010-2011	15	15	100	13	13	51	<1	13	73	13		
	2011-2012	22	22	100	36	36	47	9	27	23	41		
Caucasian/White	2010-2011	32	32	100	22	22	50	6	16	56	22		
	2011-2012	38	38	100	42	42	48	8	34	24	34		
African American/Black	2010-2011	1	1	100			21						
	2011-2012	0	0				21						
Hispanic	2010-2011	0	0				36						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	1	1	100			62						
	2011-2012	0	0				55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	10	10	100	<1	<1	31	<1	<1	70	30		
	2011-2012	7	7	100			30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100			15						
	2011-2012	6	6	100			15						
Limited English Proficient	2010-2011	1	1	100			17						
	2011-2012	0	0				15						

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2012-2013 NCLB Report Card



School: Deer Isle-Stonington High Sch
SAU: Deer Isle-Stonington CSD
Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	34	33	97	24	24	44	<1	24	18	58	33	0
	2011-2012	38	38	100	34	34	44	<1	34	32	34	38	0
Female	2010-2011	19	19	100	32	32	40	<1	32	11	58		
	2011-2012	16	16	100	38	38	40	<1	38	38	25		
Male	2010-2011	15	14	93	14	14	48	<1	14	29	57		
	2011-2012	22	22	100	32	32	49	<1	32	27	41		
Caucasian/White	2010-2011	32	31	97	26	26	45	<1	26	16	58		
	2011-2012	38	38	100	34	34	45	<1	34	32	34		
African American/Black	2010-2011	1	1	100			19						
	2011-2012	0	0				20						
Hispanic	2010-2011	0	0				37						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	1	1	100			49						
	2011-2012	0	0				45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	10	10	100	10	10	29	<1	10	10	80		
	2011-2012	7	7	100			30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100			14						
	2011-2012	6	6	100			16						
Limited English Proficient	2010-2011	1	1	100			10						
	2011-2012	0	0				10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Deer Isle-Stonington High Sch
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Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	*	96	34	34	48	*	*	96	34	34	48	79	79	84
Caucasian/White	*	*	96	34	34	49	*	*	96	34	34	49	78	78	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	0	0	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	*	*	94	*	*	33	*	*	94	*	*	31	81	81	73
Students with Disabilities	*	*	90	*	*	17	*	*	90	*	*	15	50	50	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	100	100	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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School: Deer Isle-Stonington High Sch
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	3	4	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	15.38

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.